DOCUMENT RESUME

ED 181 762 FL 011 021

AUTHOR Clark, Marybeth; Hubbard, Katherine E.
TITLE Teacher's Manual for Speakeasy, Reading Right. English for Special Purposes Series: Nursing Aide.
INSTITUTION Honolulu City and County Office of Human Resources, Hawaii.; Honolulu Community Coll., Hawaii.
SPONS AGENCY Department of Labor, Washington, D.C.
PUB DATE 77
CONTRACT DL-15-6053-37
NOTE 27p.; For related documents, see FL 011 012-024

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Education; Class Activities; Cloze Procedure; *English (Second Language); *English for Special Purposes; Instructional Materials; *Language Instruction; Language Tests; Nursing; *Reading Comprehension; *Second Language Learning; *Speech Skills; Teaching Guides; Vocational Education
IDENTIFIERS *Survival Language

ABSTRACT

This teaching guide accompanies the speech skills and reading comprehension portions of a course in English as a second language for adult nursing aide students. The rationale of course organization is explained. The reading teacher is given general instructions on testing and review and the use of Cloze passages. The speech teacher is provided with suggestions and materials for the implementation of classroom activities that are presented with specific lessons. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED181762

ENGLISH FOR SPECIAL PURPOSES SERIES

NURSING AIDE

TEACHER'S MANUAL

FOR

SPEAKEASY READING RIGHT

MARYBETH CLARK
KATHERINE E. HUBBARD

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Edited by
Alfred G. Hoel

FL011021

Produced at Honolulu Community College
1977

No rights reserved. Any part of this book may be reproduced in any form or by any electronic or mechanical means by any classroom teacher for use in a classroom. No written permission from the authors or publisher is necessary. This text may not be commercially sold or published. Arrangements for obtaining multiple copies of this text can be made with the Honolulu Community College Instructional Resource Center.

Produced at Honolulu Community College, 1977.

This text was developed under Comprehensive Employment and Training Act (CETA) contract number 15-6053-37 between the U.S. Department of Labor and the Office of Human Resources, City and County of Honolulu, under subcontract to Honolulu Community College.

TABLE OF CONTENTS

INTRODUCTION v

TO THE SPEAKEASY TEACHER 1

Organization of the Speakeasy Text 2

Suggestions for Particular Lessons 5

Teacher Materials for Specific Lesson Activities 6

IV Lesson 2, "Directions" Game 7

IV Lesson 3, "Position Words" Game 8

VI Lesson 4, Problem Situations 9

VII Lesson 3, Alphabetical Guide to Telephone Directory 11

VIII Lesson 5, Problem Telephone Situations 12

IX Lesson 4, Things You Can Feel: Wet and Dry ... 15

IX Lesson 5, Review Exercises 16

TO THE READING RIGHT TEACHER 17

Organization 17

Cloze Readings 18

Testing and Review 20

INTRODUCTION

TEACHER'S MANUAL FOR SPEAKEASY AND READING RIGHT

NURSING AIDE

Speakeasy and Reading Right are texts for adults who are studying English as a second language in the United States. The texts were developed under a federal grant from the Department of Labor for the City and County of Honolulu at Honolulu Community College, 1976-1977. The texts are the result of the writing, teaching and revision which was accomplished during the project. (The teacher's manual for the listening text, Hearsay, is in a separate volume.)

Generally, our purpose in writing the texts was to demonstrate how English-as-a-second-language materials can be developed for specific vocational skill areas. The specific vocational skill area which we used in developing our materials was the nursing aide field. These materials were used in our program to prepare non-native speakers of English for nursing aide training. The materials themselves and the techniques used in teaching the materials can be adapted for use in other vocational areas where students who are non-native speakers of English are enrolled.

ASSUMPTIONS

We have made three basic assumptions about the students who will use the texts. First, they are adult, non-native learners of English. Second, they are literate; that is, they can read and write in their own languages. Third, the students have some experience speaking, reading and writing the English language, probably in schools in their own countries. The texts are not intended for students who are illiterate or who have no experience with the English language.

ORGANIZATION

The three texts which are a result of the project can be used together or in any combination. They are not dependent upon one another, so they can be used separately. For example, the reading text can be used alone without either the speaking or the listening text. However, the units in the three texts are coordinated throughout, so if two or three texts are used in a program the material in the units of one text will reinforce the skills learned in the corresponding units in the other texts.

The information in this teacher's manual is intended to

give you an overview of the material in the textbooks. There are also suggestions to help you use the texts effectively. Because of the nature of the listening text, the teacher's manual for that text is separate from this manual.

We hope that you will find the materials useful and that you will change and supplement them to fit the needs of your students.

M.C.
K.E.H.

Honolulu, Hawaii
September 1977

TO THE SPEAKEASY TEACHER

PURPOSE

The purpose of the speaking materials in the nursing aide English series is to help students who expect to go into nursing aide training learn to handle conversational English with sufficient fluency to go through training and to get around in daily-life situations and on the job.

To this end, the situations for dialogs and activities have been made as real-life as is possible in the classroom. The Tamarind City setting allows for natural yet controlled situations and relationships. You should get the students to carry what they are learning into the community by assigning outside activities to be carried out by the students as a class or individually.

ASSUMPTIONS

As stated in the introduction to this manual, we assume that the students who will use the Speakeasy text are adult non-native learners of English who are literate in their own languages and who have had some experience speaking, reading, and writing the English language.

TRANSLATIONS

Some parts of the Speakeasy text are translated. These translations are in four languages, Ilocano, Tagalog, Korean, and Vietnamese. The section called To the Student is translated, as well as the previews of all the units. Situation dialogs in the review lessons are translated. In addition, new or complicated instructions and ideas and some vocabulary items are translated. Except for To the Student and the unit previews, all translated items are marked (Tr) and numbered within each unit. The students can find the translation of any part of the Speakeasy text in their Speakeasy translation manuals. The purpose of these translations is to make sure the student understands clearly the translated item. You should encourage the students to use their translation manuals, but to read the English version again after reading the translation.

REFERENCE MANUAL

There is a Reference Manual that accompanies the Speakeasy text. The Reference Manual contains various types of information. These information items are referred to in Speakeasy in the lessons where they are pertinent. When the students come to to such a reference in a Speakeasy lesson, they should find the reference item in their manuals and study it. In many cases it would be a good idea to assign the reference item for study before teaching the lesson in class. Some of the items are translated and you can assign the translations beforehand.

Studying the reference items will help the students not only in understanding English language but also in understanding some aspects of American culture.

Also in the Reference Manual are maps of Mahimahi Island and Tamarind City. Familiarize yourself with these maps so that you can help the students use them. The detailed map in the center of the manual is especially important since this part of Tamarind City is where most of the action in the Speakeasy text takes place. Frequent use of the maps will also acquaint the students with general map usage, a skill they will need in American life.

COORDINATION WITH HEARSAY AND READING RIGHT

The Speakeasy text is closely coordinated with the Hearsay and Reading Right texts for nursing aide English. Especially, you should use the Verbal Directions and Practice Listening sections and some of the games in the Hearsay text, even if you do not use the lecture sections. Aside from this, the Speakeasy text can be used independently of the other two texts. However, even if the students themselves do not have the Hearsay or Reading Right texts, you should have copies of the Hearsay Teacher's Manual and Reading Right to help you supplement the Speakeasy materials.

We hope you will find these materials helpful and easy to use. We also hope you will make changes and additions where you feel they are necessary or helpful.

ORGANIZATION OF THE SPEAKEASY TEXT

General Organization

The lessons in the Speakeasy text were designed to try to get full student participation by maximizing student interaction and minimizing teacher participation, the teacher playing the role of background support and, when necessary, pronunciation model. The first lesson in particular is set up to get the students acquainted with each other right away so as to stimulate this interaction.

The materials are open for supplementation and for adaptibility to the needs of the class. You should, by all means, add to and change the materials as student ability, need, and interests indicate.

The text is divided into twelve units. The projected length of the course should be adjusted to the expected level of the students. For example, a class of advanced students might be able to go through the twelve Speakeasy units in

12-14 weeks of 10-15 hours a week. A middle or lower level class would take much longer, of course.

There are eleven lesson units and one review and testing unit. Every unit has a preview, which gives an overview of the unit. Each lesson unit has, in addition, an outline of the new sentences of the unit, by lesson. After completing a lesson, ask the students to turn to the outline. Help each student to check the sentences and tasks that student can do.

The fifth lesson in each unit is a review lesson for the unit, reviewing and testing the important elements in the unit. Be sure the students can master these elements before going on to the next unit. If a fair number of students in the class are not able to respond easily to a particular part of the review lesson, the class needs to return to the lesson in the unit which focuses on that aspect.

Classroom Activities

Dialogs. Rather than one long dialog for each lesson, there are several fairly short dialogs. This allows more flexibility in the classroom. The dialogs are conversations between people in Tamarind City. When the students practice these dialogs, they will be practicing conversations they can use in everyday life in the community and in nursing aide situations.

One way to help the students develop confidence in using these conversations is to divide the students into pairs for a given dialog and have each pair practice the dialog together, alternating roles, before doing the dialog in front of the class. Encourage them to learn the dialogs as they practice in pairs so that they can "perform" without reading from the book.

Talk-and-Listen Cards. The idea of talk-and-listen cards is borrowed from Richard Via of the University of Hawaii. He discusses the philosophy behind the talk-and-listen system and the uses of talk-and-listen cards on pages 16-23 in his book, English in Three Acts (A Culture Learning Institute monograph), published by The University Press of Hawaii, 1976. The purpose of talk-and-listen cards is to get the students to talk and listen, with the emphasis on listening and eye contact-- on communication rather than recitation. Always impress upon the students the importance of looking into each other's eyes while listening and while talking. The cards frequently have choices for the speaker to say so that the listener has to listen in order to know which choice to select for reply.

The talk-and-listen cards in these lessons are taken from the dialogs. You should make more, either from the given dialogs or from any situations you see fit, if the cards seem to be helpful in making the students' conversation natural and fluent.

Free Dialogs. These are dialogs in which the students improvise on a suggested topic. Often the dialogs are spin-offs from structured dialogs or exercises. Students should be encouraged to use any words or sentences they know that are appropriate. For dialogs in the local situation, be sure to check for current accuracy of details before assigning the dialog in class.

Situation Dialogs. In a situation dialog, each student is given a card as Speaker A or B or C. The card describes the situation for that speaker. The situation for A is more structured, being a guide for the dialog. B and other speakers follow A's lead. Students use the language they have learned for that situation, with variations if they are able. All situation dialogs are translated since they are to test the student's knowledge of the language used in the situation, not knowledge of the language used to describe the situation. There are a few situation dialogs scattered through the study lessons but they are mainly in the review lessons at the end of each unit.

To use the situation dialogs in class, type individual cards. Make sure that each card is clearly labeled with the situation (e.g., Situation II-3) and speaker (A or B). Ask the students to read the English first, then to check the translation in their translation manuals. Ask Student A to read the situation carefully and decide what to say. Ask student B to read the situation carefully and listen to Student A. The students should understand that each student is responsible only for his or her own part of the dialog; i.e., Student A should not decide what Student B should say.

The situation dialogs in Lesson 5 of each unit should be used only enough to be sure each student can handle each situation of the unit.

Problem Situation Dialogs. These are situation dialogs in which the situation for one speaker is in conflict with the situation for the other speaker. Because the two participants have to resolve the conflict between them, this exercise taxes the student's ingenuity in language use. The problem situations given in these lessons are not in the student text and are not translated. They are in the section called Teacher Materials for Specific Lesson Activities in this manual. You should help each student understand clearly the situation the student has to handle. It is important that Students A and B do not read each other's situations.

There are some problem situations given in the materials. You should make more according to the needs and interests of your class. If audio or video taping facilities are available, it might be fun and profitable to have the students do situation dialogs on tape and then listen to and watch themselves afterward.

Practice Saying. The exercises in the Practice Saying sections focus on particular structures that have been introduced in dialogs. Students ask each other questions and respond. They should practice each pattern until the pattern is fully understood, but only to that extent.

Games. Games are different kinds of activities which reinforce structures, vocabulary and concepts just learned. Another important purpose of games is to intensify student interaction.

Suggestions for Particular Lessons

Following are suggestions for some specific parts of the lessons.

Unit I. Help students to understand all the directions in Unit I. For example, "Write down all the names . . . " and " . . . see REF 2-1 . . . " Call attention to the Reference Manual and help them use it. Make sure each student with a translation manual recognizes the (Tr) designation in the Speakeasy text and understands how to use the manual. Show the students how to use the Talk-and-Listen cards.

Right at the beginning and throughout the course help the students to understand the importance of using people's names when speaking to them and pronouncing the names correctly.

Unit VII. Use a telephone. You can probably get a telephone training set from the telephone company. Such a set allows real telephone communication in the classroom.

Unit VII, Lesson 1. Make a Telephone Directory can be a combined reading and speaking activity, if desired. Bring a real telephone directory for illustration. Go through the directions for the activity point by point and make sure the students understand.

For follow-up telephoning in the community, check for current accuracy of telephone numbers of the bus company and Directory Assistance. Check telephone number, hours, etc., of the Lanakila Health Clinic.

Unit VII, Lesson 4. In making a list of words for spelling ("a as in apple"), help the students choose words in which there is no possible ambiguity. For instance, "pair" for p might be confused with "bare" or "fair", whereas there would be little doubt that "paper" would be for p.

If you want, you can have the students call you at home to "make an appointment" for a haircut or set.

Unit XI. In this unit on job interviews, insist on correct pronunciation of names, though by this time the students should be fairly good at this.

Unit XI, Lesson 2. Assign the lesson beforehand, especially Dialog 16 and its translation, so that the students can be familiar with the types of sentences and vocabulary in the interview dialogs. This will help minimize dependence on the book when they practice the dialogs. You can make Talk-and-Listen cards for short interview dialogs or of parts of the dialogs in the lesson for additional practice.

Teacher Materials for Specific Lesson Activities

Following are materials you will need for specific lesson activities. These particular materials are not in the student text, although the activities are mentioned in the student text.

IV Lesson 2

"DIRECTIONS" GAME

Use real hospital objects, if possible. Any cabinet or bookshelf can substitute for a bedside table. If using a bookshelf, be sure to make clear which shelf is the drawer, and which are the top and bottom shelves.

Type the following directions, or any others, on cards. Be sure to put the number for each direction. Shuffle the cards, pass them out to the students, and have each student give another student directions for placing an object in its proper place, with the rest of the students listening and watching for accuracy in following directions. Have the student with No. 1 begin.

1 Put the tray on the top, on the right side.

2 Put the emesis basin on the top shelf, on the left side.

3 Put the tissues in the drawer, on the left side.

4 Put the pitcher on the tray, on the left side.

5 Put the thermometer in the drawer, in the middle.

6 Put the glass on the tray, on the right side.

7 Put the towel on the top shelf, on the right, beside the emesis basin.

8 Put the powder in the drawer, on the right.

9 Put the urinal on the bottom shelf, on the right side, below the towel.

10 Put the straw in the glass.

11 Put the pencil in the drawer, on the left side, behind the tissues.

12 Put the soap on the towel.

13 Put the bedpan on the bottom shelf, on the left side, beside the urinal.

14 Put the skin lotion in the drawer, on the right, in front of the powder.

15 Put the vase on the top, on the left side.

16 Put the bath basin on the top shelf, between the towel and the emesis basin.

17 Put the washcloth in the bath basin.

IV Lesson 3

"POSITION WORDS" GAME

Have the students close their books before the activity begins; then give every student a piece of paper which as five lines on it. The lines represent shelves. Draw the same "page" on the blackboard.

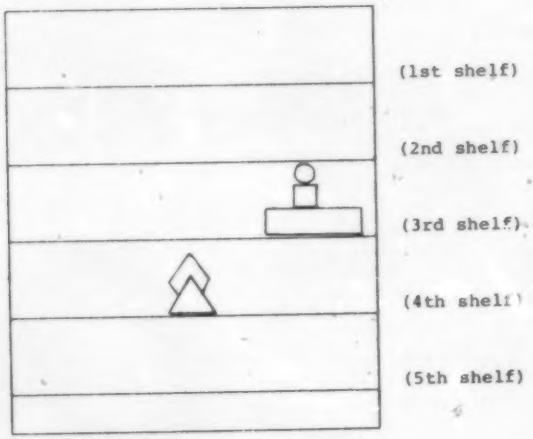
Have Student A sit in front of the class, with back to the class- facing the same way as the rest of the class. Give Student A a page of five lines which also has five shapes on it. (See below.) Make at least as many pages with shapes as there are students in the class. Each page should be different.

Student A will describe the position of each shape on his/her own page. Make sure the students know the ordinal numbers for the shelves: first, second, etc. Make sure all the names of the shapes are known.

Afterwards Student B can come up and draw the shapes on the blackboard for all the students to check.

Below is an example page with shapes.
Student A could describe the positions this way:

The triangle is on the 4th shelf right in the middle. The diamond is directly behind the triangle. The rectangle is on the 3rd shelf, way to the right. The square is on top of the rectangle, in the middle. The circle is right on top of the square.



S

8

VI Lesson 4

PROBLEM SITUATIONS - Taking a Break

Make individual cards. The student text does not have these situations described in it. The students should not see each other's cards. Label each card with the unit and lesson numbers, the situation number, and the speaker designation.

Problem Situation VI-1

CARD A

You are a nursing aide. You finished your a.m. care already. You're tired. You want to take your break now. You want to take your break with another nursing aide. Ask the other nursing aide (B) and then ask the nurse (C).

CARD B

You are a nursing aide. You finished your a.m. care already. You're tired. You want to take your break now. You want to take your break with another nursing aide. Ask the other nursing aide (A) and then ask the nurse (C).

CARD C

You are a nurse. It's morning in the hospital. You have a lot of work to do. You want a nursing aide to take some papers to the Business Office right away, and then bring them back to you.

Problem Situation VI-2

CARD A

You are a nursing aide. You are taking your break with another nursing aide. You are in the cafeteria. You finished your drink and you want to go buy something to eat. You are very hungry and you want to eat something before you go back to work.

CARD B

You are a nursing aide. You are taking your break with another nursing aide. You are in the cafeteria. It's time to go back to work. You have to report to your Team Leader. Your Team Leader will be angry if you are 1 minute late.

Problem Situation VI-3

CARD A (female)

You are a female nursing aide. You are taking your break with a male nursing aide. You want to pay for your drink and food. You don't want your friend to pay for it. If he pays for your drink and food, maybe he'll want a date with you. You don't want a date with him.

CARD B (male)

You are a male nursing aide. You are taking your break with a female nursing aide. You want to pay for her drink and food. You have money. You think if you eat with a woman, you have to pay for her drink and food. You think if she pays for her food and drink, you're not a good man.

Problem Situation VI-4

CARD A (male)

You work with a woman. She's a good friend. You're going to lunch. You don't want to eat alone, so you ask her to go with you. You don't expect to pay for her lunch.

CARD B (female)

You work with a man. He's a good friend. You like him and you hope he'll invite you to lunch.

Problem Situation VI-5 - Taking the Children

CARD A (female)

You are a married woman. You and your husband are going shopping. You want to leave the children at home. If the children go with you, you think they'll whine and cry. You're tired and you don't want all that noise.

CARD B (male)

You are a married man. You and your wife are going shopping. You want to take the children with you. You work all day and your children are in school all day. You don't see them enough and you want to see them more. And you think they would like to go.

VII Lesson 3

ALPHABETICAL GUIDE TO TELEPHONE DIRECTORY

AM 73 Radio Station
Banyan Health Foods Store
Banyan Tree High School
Baybay Zoo
Bong Su Temple
Cameron, Todd
Chong, Alice A.L./Suzie Y.S.
Chong, Edward Y.L.
Collier, Henry F.
Cruz, Victoriano
Dick's Used Cars
Ferguson, John C.
Fisher, Robert P.
Fujimura, Hiroshi
Fukuda, George K.
Fukuda's Auto Body Shop
Garden Lanai Apts.
Gong Bowling Alley
Hairy Carrie's Hair Care Salon
Hale Kai Apts.
Hibiscus Court Apts.
Hikina Makai Restaurant
Hoku Movie Theater
Hookala, Christine M.
Inday's Kitchen
Inglis, Sherry
Jake's Bar
Johnson, James D.
Jones, Mary D.
Kala Supermarket
Kane, Michael K.
Kim, Karen
Kim, Richard Y.S. MD
Kim's Cafe
Koi Pet Shop
KUKU TV Station
Lae Hikina Hotel
Lee, Chung-Ming
Lee, James C.
Lee, Randal H.C.
Mahimahi Outpatient Clinics
  (Ahi Clinic)
  Makai Clinic
  (Poi City Clinic)
  Tail Road Clinic
Mango Tree Elementary School
Maria's Women's Wear
Mark's Men's Shop
Mauka Service Station
McCarthy, John J.
Mills, Rodney T.
Mori Barber Shop
MP's Department Store
Municipal Employment Agency
Nguyen's Drug Store
Oceanside Apts.
Okolenui Spa
Omanju Bakery
Opunui Restaurant
Phan, Vinh Q.
Pilikia Nui Hospital
Rainbow Terrace Apts.
Ramos, Alberto C.
Ramos, James F.
Rapoza, Ferdinand M.
Rapoza's Filipino Delicatessen
Reef Hardware Store
Royal Plam Hotel
Sakura Shoe Store
Shimabukuro, Nadine
Souza, Richard
Tamarind City Airport
Tamarind City Bank
Tamarind City Hall
Tamarind Community College
Tamarind Court House
Tamarind Electric Company
Tamarind Fire Department
Tamarind Insurance Company
Tamarind Police Department
Tamarind Public Library
Tamarind Savings & Loan
Tamarind Sun
Tamarind Telephone Company
TaMaTran Bus Company
Tuitele, Toma
United States Immigration
United States Post Office
Val's Auto Supply Company
Venasa, David
Venasa, Victor R.
Watanabe, Richard A.
Wiki-Wiki Fast Foods
Yamamoto, Donald K.
Yanagihara, Arthur
Young, Wendall R.

VIII Lesson 5

PROBLEM TELEPHONE SITUATIONS

Make individual cards. The student book does not have these situations described in it. The students should not see each other's cards.

Problem Telephone Situation 1

CARD A

You want to have some friends over for dinner Saturday night. You haven't seen some of your friends for a long time. Call B and C and D and ask them for dinner.

CARD B

You haven't seen A for a long time. You don't like A very much and you don't like to talk to A very much. But A is a good cook and you like to go out to eat. A calls you on the phone.

CARD C

A is your friend. A calls you on the phone. You haven't seen A for a long time, but you're tired and you don't want to go anywhere or see anybody this weekend.

CARD D

You're very busy right now. You're going to Maui on Monday and you have a lot of things to do before you go. A calls you on the phone.

Problem Telephone Situation 2

CARD A

You have to bring some telephone directories to school. They're very heavy, but you don't have a car. B is a classmate. B has a car. Call B and ask for a ride.

CARD B

You have a car and you drive your car to school. But right now your car is broken and is being repaired. You have to take the bus to school. A calls you on the phone.

VIII Lesson 5

Problem Telephone Situation 3

CARD A (Male)

You're not married. You work with a girl (B). You want go out with her on a date. Call her up and make a date with her.

CARD B (Female)

You're not married. You work with a man (A). You think he likes you, but you don't like him very much. You don't want to go out with him. He calls you on the phone.

Problem Telephone Situation 4

CARD A

You're going to a party. You want to look very nice. Your hair needs fixing or cutting. You want to get it done right away; the party is two days from now. Call a barber/beauty shop (B) to make an appointment.

CARD B

You are a barber/hairdresser. Your shop is very busy. One of your workers is sick and you don't have enough people to do the work. Many people are waiting to get their hair cut or fixed. A person calls your shop.

Problem Telephone Situation 5

CARD A

It's Monday. You feel sick-- your head aches and your back aches. You want to see the doctor right away. Call the doctor's office for an appointment.

CARD B

You are a receptionist in a doctor's office. It's Monday. The doctor is very busy this week, with many appointments all day today and Tuesday. Wednesday and Thursday the doctor is going out of town and won't be in the office.

Problem Telephone Situation 6

CARD A (Female)

You are a woman. You're sick and you need to see a doctor today. There are two doctors in the clinic. One is a woman and the other is a man. You want to see the woman doctor. You don't want to go to a man doctor. Call the clinic and make an appointment to see the doctor today.

CARD B

You are a receptionist in a clinic. There are two doctors in the clinic: Dr. X is a woman and Dr. Y is a man. Dr. X is very busy today-- she has appointments all day. Dr. Y is free between 10 and 11 this morning and between 1:30 and 3:00 in the afternoon.

Problem Telephone Situation 7

CARD A

You are a nursing aide. You work in the surgical ward in a hospital. Today you have a cold. It's not a bad cold-- just a little cold, but you're coughing and your nose is runny. It's a new cold and you think you'll give your cold to your patients. Call your supervisor.

CARD B

You are a nurse in the surgical ward in a hospital. You are the team leader. Three nursing aides work on your team. One of them is on vacation. The ward is very busy. There are three new patients. There's a lot of work for only two nursing aides. At the beginning of work time, one of the nursing aides calls you on the phone.

IX Lesson 4

THINGS YOU CAN FEEL: WET AND DRY - Class Demonstration

Do the following demonstration in class. Materials needed: paper towels, a bowl of water.

Repeat the following statements as you do the demonstration. Say the sentences at a normal speed.

Then have the students do the same demonstration. Have them work in small groups. You will need towels and water for each group.

1. This paper towel is dry.

2. I'm sprinkling water on the towel.

3. Now the towel is damp or moist. There may be some dry spots on the towel.

4. Now I'm dipping the towel in the water.

5. I'm squeezing out the towel.

6. Now the towel is wet.

7. Now I'm dipping the towel in the water again.

   I'm not squeezing out the towel.

8. The towel is dripping wet,
   soaking wet, or
   wringing wet.
   The towel is saturated with water.

9. Now I'm wringing out the towel.

10. It's not dripping wet now. It's wet, but it's not dripping wet.

11. I'm hanging up the towel / hanging the towel up to dry.

IX Lesson 5

UNIT IX REVIEW EXERCISES

ANSWERING QUESTIONS

2. Have four paper towels, one each:

dry
damp/moist
wet
dripping wet/soaking wet/wringing wet/saturated

Let each student feel a towel or all four towels. Say

Tell me about this towel. How does it feel?

(Is it | wet or dry? / damp? / saturated? / . . .)

ASKING AND ANSWERING QUESTIONS

Have samples of the colors on the color chart (REF 21, III Lesson 4), especially the first column. (Individual color samples from the paint store are good.)

Have Student A ask Student B, and Student B answer.

What color is this? It's _____.

Make sure each student knows all the names of the main colors.

Student A points to two color samples or two objects of the same color, then to two of different colors.

What color are they? They're _____.

What colors are they? They're _____ and _____.

TO THE READING RIGHT TEACHER

The information in this teacher's manual will give you an overview of the purpose of the reading text and some tips on how to use the text in the classroom.

PURPOSE

Generally, the purpose of the reading text is to demonstrate how the reading skills needed in a particular vocation, in this case, nursing aide, can be incorporated into an English-as-a-second-language program for adults.

Specifically, our purpose was to develop a text which could be used to prepare students for nursing aide training.

We designed the Reading Right text, then, to meet the needs of future nursing aide students. Each unit in the text focuses on one or two reading skills the students will use when they go into nursing aide training. It is important to note that the text is not a nursing aide training manual. The text is intended to prepare non-native English speakers for nursing aide training programs. In addition, the text is intended to serve as a model for other vocational training programs in which non-native English speakers are enrolled. Since the text is a model, parts of it may be used or copied for other programs (with the exception of the three readings from the American Medical Society). Also parts of the text may be used or adapted in programs which are not designed specifically for nursing aide students.

ASSUMPTIONS

We have made three basic assumptions about the students who will use this text. First, they are adult, non-native learners of English. Second, they are literate; that is, they can read and write in their own languages. Third, the students have had some experience speaking, reading and writing the English language, probably in schools in their own countries. The text is not intended for students who are illiterate or who have no experience with the English language.

ORGANIZATION

There are various kinds of readings in the text.

1. There are readings which deal with information about hospitals and the nursing aide field in particular. These readings contain vocabulary and other information the students will need in nursing aide training. An attempt was made to include information which native English speakers are assumed to know before they go into training, the external parts of the body and common medical terms, for example.

a. There are readings about Mahimahi Island, an imaginary place, which is located somewhere in the Pacific near Hawaii. The purpose of these stories is to give the students reading skills that they will need for everyday living. Placing such stories on an imaginary island allowed us to control the situation more than we could if we wrote specifically about Honolulu, for example. Since Honolulu will change, stories about Honolulu can become dated and perhaps confusing. Using an imaginary place also makes it easier for students from other islands or from other parts of the country to use the materials.

3. There are cultural explorations which give specific information about living in the United States.

4. There are language use sections in the text. These sections allow the student to delve further into vocabulary or structures which were used in a lesson.

CLOZE READINGS

There are twelve units in the text. Most of these units contain at least one cloze reading. Cloze readings have words left out at regular intervals. As the students read, they are to fill in the missing words. The purpose of the cloze readings is to give the students practice in predicting what is coming in a passage (something all fluent readers do), and to wean the students away from word by word reading and heavy dependency on the dictionary. There will be missing words that the students cannot figure out. The cloze procedure helps teach the students that the meaning in a passage is in the entire passage not just in isolated words. Often, even without some of the words, the students can still understand the passage. The cloze procedure builds confidence as the students see that it is possible, and in fact desirable to guess using what knowledge they have about English. The procedure builds awareness of the structure of English by helping the students see what can and cannot fit in a blank.

In the cloze readings in this manual the first sentence is complete. Then starting with the second sentence every fifth word is left out. (Hyphenated words are counted as one word.) If a missing word starts with a consonant, the consonant is given, and there is a blank for each missing letter. If the missing word starts with a vowel, there is no first letter given, and there is a blank for each missing letter. The complete reading with no blanks follows each cloze reading. Some of the cloze style readings are in pairs. The second reading of a pair has the same title as the first reading of a pair. The second reading also has a number and a letter. For example, Reading 1 is the first of a pair; Reading 1A is the second of a pair. Both readings have the same title; they are about the

same topic. Reading 1 is the easier of the two. Reading 1A has more compound and complex sentences. Reading 1 should be done first. Some readers may find Reading 1 enough of a challenge, in which case they can skip Reading 1A and go to Reading 2, skip 2A and go to Reading 3.

It is important to realize that the more a reader knows about a topic the easier it is to read about that topic. Since A readings are about the same topic as the first reading of a pair, some students may find them not so difficult after they have read the first reading. You may want to keep a record of student opinion about which reading of a pair is the easier. Students should not look at the complete reading to check a cloze story until they are sure they've done all they can to complete the story. Probably they will need to read the story two or three times or more.

You may want the students to go directly to the comprehension questions after they fill in a cloze reading. In this way they can check their comprehension to see how much they understand of a story even though they may not have been able to fill in all the blanks. It is realistic to expect students to be able to understand a passage even though some of the words are missing.

It is important that the students have a chance in the classroom to discuss the cloze readings. In independent work with cloze we found that students tended to read ahead, not really thinking about what they were reading. We found in our work with cloze readings that students who worked completely independently with no follow-up classroom discussions did not benefit from the cloze procedure like those who had classroom discussion.

Recommended procedure for cloze readings is as follows:

1. Students read cloze Reading 1 and try to fill in the blanks.

2. Students reread as many times as they need to in order to fill in as much as they can.

3. Students check their readings with the completed story which follows the cloze.

OR

Students go directly to the comprehension questions.

4. Classroom discussion follows after students complete the comprehension questions.

OR

Classroom discussion can follow after the cloze reading and before the comprehension questions.

5. During discussion of the cloze readings, you should be sure to use examples from the students' work, if the students are agreeable, to show how some guesses are possible and some are not possible. Remember to point out to the students, with specific examples, how some blanks can be filled in only after the whole paragraph or perhaps the whole story is read. Point out clues that the students should learn to watch for. If you are unfamiliar with the cloze procedure or with the theory behind it, see TESOL Quarterly for articles on its use; also, for information on miscues and prediction in reading, see articles by Kenneth Goodman.

PROCEDURES FOR OTHER READINGS

The other sections of the text can be handled as independent study or as classroom readings with discussion. The answers for all the exercises are in Volume 5 of the text.

Translations in Ilocano, Tagalog, Korean and Vietnamese are in the student translation manual. The translations consist of previews for each unit, vocabulary, cultural explorations and directions for exercises. You should encourage your students to use the translation manuals. Especially, they should be familiar with the specialized vocabulary that appears in some of the readings before they actually do the readings in English.

Many students need the learning reinforcement that comes in class or small group discussions. If you use independent study as a procedure in your classroom, be sure to monitor your students' work carefully. Periodic class or small group discussion will probably be necessary to insure that the students do understand their work.

We encourage you to bring in material from the community as the class progresses. Such things as actual job application blanks, hospital forms, and bus schedules, along with newspapers, ads, and government forms, all help the student apply the skills learned in the reading text. Also, there are commercial reading kits available which can add further variety in the classroom.

TESTING AND REVIEW

Review exercises occur after odd-numbered units in the text. Students can complete these exercises as self-check quizzes. The answers to the quizzes are in Volume 5 of the reading text.

Unit XII is a testing unit. It provides an opportunity

for students to use their speaking and listening skills as well as their reading and writing skills. Unit XII requires that the students use specific skills that they have learned in the reading text. We hope the unit will provide an opportunity for students to test themselves to see how well they can read and follow directions and how well they can communicate with others in a group situation. We have tried in this final unit to integrate all the language skills--speaking, listening, reading and writing--with an emphasis on reading.

The point of this unit, of course, is for the students to function without you, so you should remain in the background. You may want to divide the students into groups yourself if they are reluctant to begin, and perhaps set a flexible deadline for completing the assignment. After you discuss the unit with the students, however, they should be allowed to complete the activities together with as little direction from you as possible.

IN CONCLUSION

We hope you will find this text useful, and that you will adapt it to the needs of your students, adding or subtracting material from it so that it can best meet the needs of your students.